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ABSTRACT

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--Fryslan, one of the 12 provinces of The Netherlands. Details about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Frisian, spoken in Fryslan, Netherlands. Frisian is a West Germanic language closely related to but distinct from Dutch. Frisian is used orally almost exclusively and mainly in rural areas. The language now has official status in the country. (Contains 15 references.) (KFT)

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Frisian

The Frisian language in education in The Netherlands

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numerically small language communities

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Foreword to the regional dossiers

background

For several years now, Mercator-Education has attempted to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of that State and which are traditionally used within a given territory of that State by nationals of that State forming a group numerically smaller than the rest of the State's population.[1] To date, Mercator-Education has been successful in establishing a computerized data bank containing bibliographic data, information about persons and organizations involved with minority language issues, and data collected during four inventory studies on pre-school education (Goot, Renkema & Stuijt, 1994), primary education (Sikma & Gorter, 1991), learning materials (Tjeerdsma & Sikma, 1994) and teacher training (Dekkers, 1995). In addition there is a need for documents stating in brief the most essential features of the educational system of regions with an autochthonous lesser used language. With the establishment of regional dossiers it is intended to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Community. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures, and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards further research (further reading and addresses are included) or as a source of

ideas for improving educational provision in their own region.

link with EURYDICE

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of all levels of education in Member States of the European Union.[2] The information provided in the regional dossiers is focused on language use at the various levels of education.

contents

The remainder of this dossier consists firstly of an introduction to the region under study, followed by six sections each dealing with a specific level of the educational system. Sections eight to ten cover research, prospects and summary statistics. These brief descriptions contain factual information presented in a readily accessible way. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources.

1 Introduction to this issue

language

Frisian, or *Frysk*, is an autochthonous minority language spoken in Fryslân, one of the 12 provinces of the Netherlands. Frisian is a West Germanic language closely related to, though distinct from Dutch. Of the provincial inhabitants (total approximately 600,000) 94% can understand Frisian, 74% can speak it, 65% are able to read Frisian and 17% can write in Frisian. More than half of the population (55%) has Frisian as its first language (Gorter and Jonkman, 1995). Having been used widely, also in writing, until the 15th century in a much larger area than the current province, Frisian became a language almost exclusively orally used in mainly rural areas. It was not until the 20th century that the position of Frisian improved. Nowadays, Frisian has an official status in the Netherlands. Its spelling has been standardized and Frisian is used in several domains of Frisian society, thereby breaking through the dominance of Dutch. Apart from domains such as legislation and public administration, the Frisian language is also used in educational provisions in Fryslân.

educational system

The educational system in Fryslân is not different from the rest of the Netherlands. In order to understand the Frisian situation, a few characteristics of the Dutch educational system are briefly outlined.[3] An important characteristic is the principle of "freedom of education", which gives parents or institutions (e.g. denominational ones) the possibility to found schools based on their religious, pedagogical or other convictions. This principle is laid down in the Constitution (Art. 23) and finds expression in virtually all facets of the educational system. It has led to a situation in which public and non-public/private institutions for all educational levels co-exist.

public and private

Some 70% of all primary schools and 80% of all schools at secondary level are run by private institutions, mostly Catholic or Protestant.[4] Both systems of public and private schooling are fully funded by the state, and have to meet

detailed quantitative and qualitative criteria. As a consequence, public and private schooling are considered equivalent types of education. Although the principle of "freedom of education" theoretically could lead to a large diversity in education, in practice the differences in educational processes and content between schools are not very large. Schools can, for example, choose their own method and instructional materials. Differences occur with regard to local school boards or competent authorities. Foundations or associations are the school boards for private schools, while municipal authorities are school boards for public schools. The actual curriculum is determined by these competent authorities and by indivudual schools.

administration

At central, provincial and local level authorities are involved with education. The Central Government controls education by means of laws, decrees and regulations, e.g. on compulsory subjects, examinations and organizational aspects of education. The role of the Province of Fryslân is limited. One of their tasks is promoting and improving the position of Frisian in the educational system. As stated above, municipal authorities are the school boards for public schools, but they are also the local authorities for all schools, public and private, in the municipality. As local authority their tasks include planning and coordinating accommodation, facilities and material provision, and ensure that regulations as laid down in the Compulsory Education Act are followed.

inspection

Monitoring regulations and standards are executed by the Central Government's Inspectorate Council, subdivided according to the various sectors in education. The inspectorate formally checks the quality of education by visiting schools and by approving the annual plan of activities which schools have to draft. Moreover, the inspectorate carries out its task by investigating problematic aspects of education. For instance, the inspectorate recently (1995) investigated the (special) position of Frisian in primary schools in De Stellingwerven, an area where primary schools are exempt from the legal obligation to

teach Frisian, because of the non-Frisian character of the area. The inspectorate reports to the Minister and gives advice.

support structure

In the Netherlands there is a variety of advisory bodies. Some are established to advise the Minister of Education and Science on education policy, while others predominantly support schools with the development of curriculum National Institute for Curriculum Development (SLO) or by constructing exams National Institute for Educational Assessment (CITO).

A special external advisory body for the support of Frisian is the Frisian Department at a school counselling service called *Mienskiplik Sintrum foar Underwiisbegelieding* (GCO Fryslân).[5] GCO-Fryslân is a centre for educational advice for both public and private schools, mainly at primary level. A specific task of the Frisian Department is to develop learning materials for Frisian as a subject. Other tasks of the Frisian Department are to advise schools; to deepen, theoretically, the issue of bilingualism; to provide for educational radio and television programmes; and to give practical guidance to the schools.

In the following sections the use and position of Frisian in the educational system of Fryslân is discussed in more detail.

2 Pre-school education

target group

All provisions for children between the ages of 2 and 4 are considered as pre-school education. These provisions are not part of compulsory education in the Netherlands.

playgroups

In pre-school provisions such as playgroups, young children can develop language competence, creative aptitudes and especially social abilities. Playgroups are mostly privately initiated and run, but supervised by municipalities. They are

(partly) financed by the Ministry of Welfare, Health and Sports through subsidies provided to the municipalities.

language use

In general, there is little information available on playgroups in Fryslân and on the use and position of Frisian in these settings. As a rule, the child is free to use its first language in the playgroup. It can be assumed that the degree to which Frisian is actually used in the playgroups depends on the linguistic background of the population. A study on language aspects of pre-primary education in Fryslân revealed that Frisian is hardly used in urban playgroups, whereas rural playgroups can be regarded as bilingual (Duipmans, 1984).

statistics

A survey held by Mercator-Education in Fryslân in 1992 revealed that a total of 226 playgroups functioned in 29 (out of 31) municipalities, catering for around 7,500 toddlers.

Frisian playgroups

Supervisors or pre-school teachers are expected to at least understand Frisian since they have to take care for both Frisian-speaking and Dutch-speaking children. An exception are Frisian playgroups, established by the *Stifting Pjutteboartersplak*. This association, which was founded in 1989, aims at establishing a Frisian-speaking environment for young children. Both Frisian and Dutch-speaking children are welcomed. The latter will be immersed in Frisian. Currently, the association runs six playgroups catering for a total of 150 children (1997-1998). It intends to establish one new Frisian-medium playgroup each year.

instruction material

The association is also engaged in the development of Frisian material for young children.

3 Primary education

target group

The primary school in the Netherlands caters for pupils aged 4-12 (grades 1-8).

legislation

The Primary Education Act (*Wet op het Basisonderwijs*, 1985) lists a number of subjects that all primary schools should teach, without prescribing how schools should teach

them. For these subjects attainment targets (***kerndoelen***) have been defined by the Minister of Education. For both Dutch and Frisian similar educational goals have been developed, which describe in which skills the teaching of Dutch and Frisian should result.

language use

The role of Frisian in primary schooling dates back to 1907, when the provincial government offered a grant to support Frisian lessons after regular school hours.

In 1937, the Education Act of 1920 was altered. It was now permitted to teach a regional dialect as an optional subject. In 1955, the teaching of Frisian as a subject was permitted throughout primary school and the use of Frisian as a medium of instruction was allowed in the lower grades. In 1980 Frisian became an approved medium of instruction in all grades and an obligatory school subject throughout primary education (Zondag, 1993).

statistics

In the school year 1988-89, about ten percent of the 572 primary schools in Fryslân declared that they have been exempt from the requirement of providing Frisian lessons. The other schools teach Frisian, and it has been estimated that the total number of pupils involved is approximately 61,000 (1995-1996). Moreover, Frisian is used most frequently for the expressive subjects.

Frisian as subject

A study of the inspectorate in Fryslân (*Inspectie van het Onderwijs*, 1989) has shown that a majority of primary schools spent one lesson of 30 - 45 minutes in Frisian per week, so time expenditure was limited.

medium of instruction

The position of the language as medium of instruction is also modest. One fifth of the primary schools reported to make no use of Frisian as a medium, while more than half of the schools use Frisian for 10 to 30% of the teaching time.

research

Research has indicated that in the late eighties in two-thirds of the schools no differentiation is made in the objectives they set regarding instruction in Frisian between Frisian-speaking and non-Frisian-speaking pupils. Of those schools

which do employ differentiated objectives, 43% report that the Frisian-speaking pupils should learn to write Frisian as well. But for the non-Frisian speaking pupils, the aim of learning to write Frisian is hardly pursued. The great majority (83%) of schools which have not formulated differentiated objectives report that they aim at the ability to read Frisian, in combination with other language skills.

teachers

Regarding the language proficiency of teachers, research has shown that 96% of the teachers (N = ca. 2,900) could understand Frisian, 86% could speak Frisian, 91% could read the language and 61% claimed to be able to write in Frisian (Inspectie van het Onderwijs, 1989).

instruction material

In 1994, a new Frisian language teaching method, the *Taalrotonde* (Language roundabout) was introduced at primary level. A year after its introduction, over 200 primary schools purchased this new method, which aims at a modern communicative approach towards language teaching and at integrating the Frisian and Dutch language. Other schools (still) use the older method *De Taaltwirre* - a method for teaching the language as a subject only - or employ the so-called *Opstap*-approach, which is not a ready-to-hand programme (see: Ytsma, 1988). Finally, for many primary schools the materials developed by school radio and school television are the guidelines for teaching Frisian.

special education

Education for children with a handicap or with learning or behavioural difficulties is provided by special schools. These schools, available for children from the age of 3 to 11 and from 12 to 20, are better equipped than ordinary primary and secondary schools. For example, the teacher- pupil ratio is much more favourable. However, integration of disabled children into the ordinary school system is advocated and has shown an increase in extent over the past few years. In Fryslân there are 35 schools for special education (primary and secondary level) catering for nearly 4,000 pupils (in 1995-1996).

curriculum

The Act of 1989 on Special Education states that: (a) schools for (further) special education in Fryslân can pay attention to

Frisian as such, (b) schools for (further) special education in Fryslân have to formulate in their curriculum how attention is paid to the Frisian language and culture. Research has shown that in 1991 26% of teachers in schools for special education in Fryslân made use of Frisian as a medium of instruction. Furthermore, it was demonstrated that in 1991 73% of teachers devoted time to Frisian culture (Zondag, 1993).

4 Secondary education

structure

Secondary education is attended by 12 to 16/18 year old pupils and is divided into pre-university education (VWO), general secondary education (HAVO & MAVO) and pre-vocational education (VBO). Since 1993, all these types of secondary education begin with a period of basic education (*basisvorming*). The basic education period can last two to four years, depending on the abilities of pupils. It implies a common curriculum including general and technical subjects for all pupils, although schools can differ fairly from each other in the actual organization of the curriculum.

statistics

In the Province of Fryslân 57 schools provide pre-university education, general secondary education and/or pre-vocational education, involving some 38,500 pupils.[6]

Frisian as subject

With the introduction of basic education in 1993, Frisian has become an obligatory subject in the lower grades of secondary education. However, not all secondary schools have as yet implemented Frisian into their curriculum. The attainment targets for Frisian have not been officially determined in educational legislation. The Dutch State financially supports the implementation of Frisian on project basis. Currently, a model curriculum and learning materials have been developed for Frisian as a subject in the lower grades.

Frisian is an optional subject in the higher grades of pre-university education and general secondary education. Merely a small percentage of the pupils decide to choose

Frisian and very few (e.g. 16 pupils in 1995) take a final exam in Frisian.

medium of instruction

In all types of secondary education it is permitted to teach through the medium of Frisian. However, use of Frisian in instruction is rare. In 1987, 7% of all secondary schools stated to use Frisian as a formal language of instruction sometimes, and 38% did so only in informal situations. There is no monolingual secondary education in Fryslân.

instruction material

At secondary level, a model curriculum has been developed by the National Institute for Curriculum Development (SLO) and an exam has been developed by the National Institute for Educational Assessment (CITO). In 1995, the General Board for Frisian Education (AFUK, *Algemiene Fryske Underrjocht Kommisje*), the Frisian department of the GCO-Fryslân, and a commercial publishing company prepared jointly a Frisian language teaching method. This method, called *Flotwei Frysk* (smoothly Frisian) is developed for the lower grades of secondary education.

5 Vocational education

structure

Vocational education covers three types of vocational training for pupils aged 16 to 19. These are senior secondary vocational education (MBO), apprenticeship and training provided in the context of schemes for the unemployed. This document focuses on senior secondary vocational education.[7]

statistics

Three schools[8] for senior secondary vocational education (MBO) in Fryslân offer a range of courses in the following sectors: technical, social services and health care, economics and administration and agriculture. The current enrolment in (1995/1996) is approximately 14,000.

language use

In general, Frisian has no formal position in curricula of vocational education, as Frisian is not included in the regular time table. However, in agricultural education, a sector with some 1,000 students, Frisian is regularly used as medium of instruction, including using Frisian written learning

materials. Moreover, these students can choose Frisian as an optional part of the programme.
In the economics and administration sector Frisian can be chosen as a subject as part of the secretarial training programme.

The social services and health care training programmes do mention to students that in their future position as a nurse or social worker they probably will be confronted with Frisian speaking clients and patients. In order to help and understand them as good as possible, the school recommends students who are not able to understand Frisian to follow a language course. They do not provide language courses themselves[9].

6 Higher education

structure

Higher education includes higher professional education (HBO), university education (WO) and distance learning at higher educational level through the Open University (OU).

statistics

Three institutes[10] for higher professional education are located in Ljouwert/ Leeuwarden, providing education for nearly 13,000 students. There is no university in Fryslân, although two universities outside Fryslân (Twente University and University of Groningen) offer the possibility to follow the first year (*propedeuse*) of a course in the capital city Ljouwert. The three institutes for higher professional education offer a wide range of courses, including teacher training, agriculture, hotel management and business administration.

language use

Dutch educational legislation declares Dutch as medium of instruction in higher education. Tertiary institutes are obliged to make a language regulation, in which all exceptions to this rule (e.g. using Frisian or English) are laid down. The three institutes for higher professional education have regulated the use of Frisian in various ways. Generally speaking, Frisian as medium of instruction is only used in teacher training. In other courses the medium of instruction

is Dutch, and in rare occasions a foreign language. Students in most disciplines are allowed to write theses in Frisian.

teacher training

Teacher training for primary level is provided by the CHN and NHL, while part-time training for secondary level is provided by the NHL [11].

primary level

As Frisian is a compulsory subject within Frisian primary schools, Frisian as a subject is also incorporated into the primary level teacher training programme.
In the first two years of their four year training programme, students at the NHL are obliged to attend a course of lectures on Frisian. Afterwards Frisian is optional.

At the CHN the students are not obliged to attend Frisian lectures, but all students are invited to obtain a formal certificate, qualifying them to teach Frisian in primary schools. Most students (at NHL and CHN) obtain the required certificate, but this does not always imply a satisfactory command of the Frisian language.

secondary level

In the Netherlands, "first level" teachers are qualified to teach in the higher grades of secondary education and in higher professional education, while "second level" teachers are qualified for the lower grades of secondary education and in senior secondary vocational education.

In 1993, the NHL and CHN joined forces with regard to Frisian. This cooperation resulted into the establishment of the *Halbertsma Akademy*, providing four year training programmes of first and second level teachers of Frisian. Lectures and exams are all in Frisian. The number of students is small, which causes a threat to the existence of the *Halbertsma Akademy*.

The NHL offers part-time courses for secondary school teachers and student teachers in order to qualify for teaching Frisian in the lower grades. This institute also offers the possibility to obtain a qualification for teaching Frisian in the higher grades of secondary education through a part-time course.

universities

Frisian language and literature can be studied at three Dutch universities. Two universities, the University of Amsterdam and the University of Groningen, offer Frisian as a main subject for students. Those completing the university courses, acquire a Master's degree. Frisian can be taken as a subsidiary subject at the University of Leyden. The number of students of Frisian is quite small. All in all, the number of students enrolled in the three universities is 62 for those who choose Frisian as a minor subject and 10 who choose it as a major subject (1997-98).

7 Adult education

structure

As from January 1996 a new law regulating adult education and vocational training[12] has come into effect, aiming at a better integration of educational provision and demands of society, labour market and individuals. The main consequence of this regulation is the establishment of regional centres for education and training (ROC), providing a coherent structure of all forms of education and training. A public (*Friesland College*) and a private (*Friese Poort*) centre are in the middle of this amalgamation process with various other institutes in Fryslân.

statistics

There are 36 locations where adults can attend courses offered by the two regional centers.

training sector

Regional centres (ROC) have to meet the regional demands for vocational training and education. Currently, the vocational training sector includes senior secondary vocational education (MBO) and other forms of apprenticeship learning (see section 5). Within a few years these courses have to be replaced by a new system of five training levels and qualifications.

education sector

The education sector consists of four departments and is meant for those who passed the age limit (16) of compulsary education. These are: (1) general secondary education courses; (2) courses directed towards operating in in society, embracing language skills (including Frisian for those living

in Fryslân), arithmetic and social skills; (3) Dutch as second language (for migrants); and (4) other courses aimed at self-development.

language use

Frisian can be used as an element of a literacy course. Most courses make little use of Frisian in their programmes (cf. Noordermeer and Renkema, 1995). Specific teaching material, taking into account the first language of adult autochthonous students, has been developed for basic education. The position of Frisian in adult education in general is marginal.

Frisian courses

Special mention should be made of the activities of the AFUK[13]. The AFUK offers evening classes for adult learners of Frisian (both first and second language learners) and produces learning materials. The AFUK courses are subsidized by the province of Fryslân and by a number of municipalities. Around 1,000 people attend language classes each year.

folk highschool

There is one residential folk highschool centre in Fryslân (the "Fryske Folkshegeskoalle Schylgeralân") that offers Frisian-medium non-formal education to adults in a wide range of areas, as well as an intensive summer course.

8 Educational research

bilingual education

Educational research into (effects of) bilingual schooling in Fryslân is rather scarce. Worth mentioning are the inventories carried out by the inspectorate in the eighties (Inspectie van het Onderwijs, 1989). These reports provide basic data about many facets of the position of Frisian at primary level, e.g. the amount of time spent on Frisian as school subject and as medium of instruction.

language proficiency

An important study aimed at assessing communicative language proficiency in Frisian and in Dutch among both Frisian-speaking and Dutch-speaking pupils at the end of primary education was conducted by De Jong and Riemersma (1994). The authors concluded that proficiency

in Dutch was adequate or good, whereas proficiency in Frisian leaves much to be desired with technical reading, speaking and writing yielding particularly mediocre results.

quality

Furthermore, Ytsma (1995) investigated the 'quality' of Frisian among Frisian- and Dutch-speaking pupils from grade 5 and 8 of primary education and their attitudes and motivation towards Frisian. Ytsma concluded that the quality of Frisian (among the Frisian children tested) was affected by Dutch and Dutch children's attitude towards Frisian was often negative.

9 Prospects

working group Frysk

What aspects of Frisian education are expected to be focused upon in the near future? A working group of prominent educators and researchers concerning this topic accomplishes a document stating the position and prospects of Frisian in the educational system of Fryslân.

pre-school

At pre-school level, it can be expected that the number of monolingual Frisian pre-school provisions will increase slowly.

primary

As indicated, a new language method has been introduced at primary level. Its implementation, functioning and effects will be highly interesting. For the years to come, this new method will be an important tool for the teaching of Frisian in primary schools.

The approach in this method is integrative teaching of both Frisian and Dutch, but this principle has not been solidly worked out yet. Within a few years, the GCO-Fryslân hopes to elaborate on the principle of integrated language teaching.

There are also plans to establish a new model of trilingual schooling at primary level (including English) and to experiment with this model in a small number of primary schools. Assessment of the effects of this model may be

important as it is hoped that successful elements of such a model can be transferred to other schools in the province. Issues in primary schooling are to cope with a multilingual and multicultural school population. This also relates to the growing number of migrant children in the province.

Another problem is how to further motivate the schools to teach Frisian adequately. Nowadays, primary schools are confronted with many and far-reaching administrative/ organizational changes. With an eye to all these changes it will be important to keep their attention focused on Frisian schooling.

secondary

At secondary level, the implementation of Frisian has just begun. It is difficult to predict the developments, but it is clear that the future position of Frisian in secondary education will be a main issue in the years to come.

vocational and adult

The various forms of secondary vocational education and adult education are still in an amalgamation process. The Frisian language is used between mothertongue speakers at these institutes, however not in formal situations (meetings, lectures). It is envisaged that a language policy document could improve the status of Frisian and create an opportunity for formal use of Frisian at this level of education.

higher

The same comment as stated above can be made for the four institutes for higher education. As yet no language policy document exist.

10 Summary statistics

Type of education	Number of schools	Enrolment
Pre-school	226	7,500
Primary	547	61,000
Special	35	4,000
General Secondary	57	38,500
Vocational Secondary	3	14,000
Colleges	3	13,000
University (outside Fryslân)	(3)	(70)

Tabel 1: Schools and enrolment in Fryslân in 1995

Notes:

1. Source: European charter for regional or minority languages. Strasbourg: Council of Europe. November 1992. European Treaty Series/Série des traités européens *148*

2. This document called "*Structures of the education and initial training systems in the European Union*" has been prepared jointly by EURYDICE and CEDEFOP.
Website: (also in French) http://europa.eu.int/en/comm/dg22/euryen.html. Tel.: +32-2-238 3011; Fax. +32-2-230 6562. Address: EURYDICE European Unit, Rue d'Arlon 15, 1050 Brussels, Belgium.

3. For details on the Dutch education system, see: (a) Structures of the Education and initial training systems in the European Union. 1995. Luxembourg: European Commission. (b) Vuyk, E.J. (1994). The Netherlands, System of Education. In: T. Húsen & T.N. Postlethwaite (Eds.) International Encyclopedia of Education. 2nd ed. Pergamon Press.

4. Source: Structures of the education and initial training systems in the member states of the European Union. Entry about the Netherlands, p. 249-271. 1995. Luxembourg: European Commission.

5. Sources: Zondag, K. (ed.) (1993). Bilingual education in Friesland: Facts & prospects. Ljouwert/Leeuwarden: Mienskiplik Sintrum foar Underwiisbegelieding yn Fryslân (GCO-Fryslân). Tjerkstra, W. (ed.) (1994). School voor kinderen. Ljouwert/Leeuwarden: Mienskiplik Sintrum foar Underwiisbegelieding yn Fryslân (GCO-Fryslân). Zondag, K. (ed.) (1982). Bilingual education in Friesland: Papers read at the International Conference on Bilingual Education Ljouwert/Leeuwarden, September 6-10, 1982. Frjentsjer/Franeker: T. Wever.

6. Source: Centraal Bureau voor de Statistiek, data represent the situation of 1994/95

7. For detailed information on apprenticeship and training provided in the context of schemes for the unemployed the reader is refered to sources mentioned in note 2 and 3.

8. These are "Het Friesland College", "De Friese Poort" and "Agrarisch Onderwiis Centrum" (AOC). The latter is part of The van Hall Institute for Higher Agricultural Education. The organizational structure of the other two institutes is not clear. They are in the middle of an amalgamation process (since January 1996), whereby various institutes of vocational education, community colleges and adult education are being clustered to form a "Regionaal Opleidings Centrum" (ROC). These regional centres for senior vocational education and adult education have the task to provide courses which are relevant for the labour market and courses which are requested for by students (adult learners).

9. Source: provisional version of a report on the position of Frisian in the educational system called "Frysk op Maat". This report is written by members of the "kearnwurkgroep Frysk". Ljouwert: Stichting Wolwêzensried Fryslân.

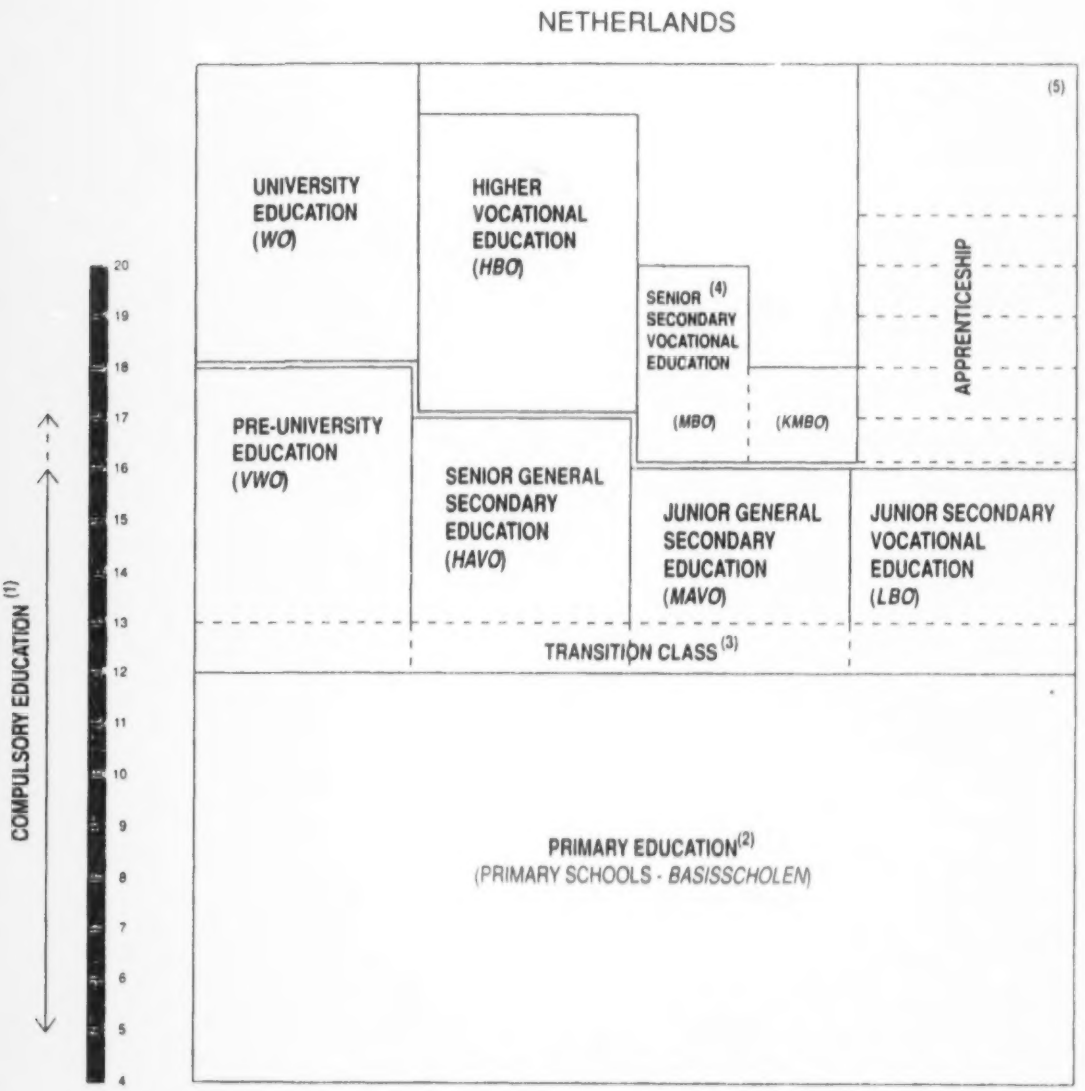
10. These are the CHN (Christian school for Higher education in the North of the Netherlands), the NHL (Northern school for Higher education in Ljouwert/Leeuwarden) and the Van Hall Institute (higher agricultural education).

11. See note 10 for abbreviations

12. The law "Wet Educatie en Beroepsonderwijs" (WEB)

13. AFUK stands for "Algemiene Fryske Unterrjocht Kommisje" which means General Committee for Frisian Education. It is both an adult education centre and a publisher.

Education system in the Netherlands, from: *Structures of the Education*



1. Compulsory education lasts either 12 years full-time (5 to 17) or full-time from 5 until the end of the school year in which the pupil has reached the age of 16 followed by one year of part-time compulsory education.
2. Separate pre-school education does not exist formally in the Netherlands. Primary education lasts for eight years - 4 to 12 (compulsory from 5). Provision for children below four is the responsibility of the Ministry of Welfare, Health and Cultural Affairs.
3. The transition class is the first year of secondary education and facilitates progression to the second year of more than one type of school.
4. Senior secondary vocational education provides 4-year courses (*MBO*) and 2-year courses (*KMBO*) which can lead either to *MBO* or to advanced apprenticeship.
5. Apprenticeship training lasts 2 to 3 years and advanced apprenticeship 1 to 3 years.

▭ = not described in the text.
..... = division in the level/type of education.
- - - - = alternative beginning or end of level/type of education.

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